

Student Name: _____

Date: _____

Class / Grade: _____

Score: _____

WEEK 6 • LEVEL B • LONG /ō/ SPELLED <OW> & SYLLABLE RULES

15 Master Words + 2 Homophone Sets

1

Spelling Practice: Read each word aloud, trace its phonetic structure, and write it neatly twice.

ROOTS & KN- WORDS	BASE & PARTICIPLES	BLEND WORDS WITH -OW	1-SYLLABLE WORDS	MULTI-SYLLABLE WORDS	SYLLABLE DIVISION
1. own		6. blow		11. below	
2. know		7. slow		12. follow	
3. known		8. grow		13. yellow	
4. show		9. throw		14. window	
5. shown		10. low		15. tomorrow	

2

Syllable & Orthographic Sorting: Sort the 15 spelling words into the four correct structural categories below.

DIVIDE BETWEEN 2 CONS. (3 WORDS)

1. _____

2. _____

3. _____

CONS. TO 2ND VOWEL (2 WORDS)

1. _____

2. _____

SILENT INITIAL <K-> (2 WORDS)

1. _____

2. _____

1-SYLLABLE <-OW> (8 WORDS)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

3

Homophone Distinctions: Choose the correct homophone word to complete each context sentence accurately.

SET 1: SEW / SO / SOW

a. The seamstress will _____ a patch onto the quilt.

b. The farmers _____ wheat seeds in early autumn.

c. The wind was _____ cold that the pond froze.

SET 2: NO / KNOW

a. Do you _____ how many inches are in a foot?

b. There was _____ doubt that the sun would rise.

c. He is well _____ for his kindness and honesty.

 RULES TO REMEMBER • WEEK 6

Rule 1 • /ō/ Spelled <ow>

/ō/ spelled ow that we may use at the end of English words (blow, grow, slow, throw, yellow).

[Deb] Rule 2 • /ō/ Spellings

/ō/ can be spelled o, oe, oa, oo, ou, ough, and ow across various English word families.

Rule 3 & 4 • Syllable Rules

One consonant between two vowels goes with the 2nd vowel (be•low). Two consonants divide between (fo•low).

TEACHER INSTRUCTIONAL GUIDE • WEEK 6 LEVEL B

Linguistic Matrix • Answer Key • Decodable Dictation

M

Linguistic & Orthographic Matrix: Complete structural analysis of all 15 spelling words and homophone pairs.

#	Word	Pronunciation / IPA	Syllable & Phonics Structure	Orthographic Rules & Teaching Notes
1	own	ɔn /oun/	Phonogram ow + n	Base word; vowel team ow makes long /ō/
2	know	nō /nou/	Silent k + ow	Initial silent k before n; ow makes /ou/; homophone with no
3	known	nōn /noun/	Silent k + ow + n	Past participle of know; silent k; vowel team ow
4	show	shō /jou/	Digraph sh + ow	Consonant digraph sh + /ou/ at end of word
5	shown	shōn /joun/	Digraph sh + ow + n	Past participle of show; sh + /ou/ + n
6	blow	blō /blou/	Blend bl + ow	Initial consonant blend bl- + /ou/
7	slow	slō /slou/	Blend sl + ow	Initial consonant blend sl- + /ou/
8	grow	grō /grou/	Blend gr + ow	Initial consonant blend gr- + /ou/
9	throw	thrō /θrou/	Blend thr + ow	Three-letter blend thr- + /ou/
10	low	lō /lou/	Consonant l + ow	Single onset l + /ou/ at end of word
11	below	bī-lō /bi'lou/	be • low (VCV)	2 syllables: 1 consonant between vowels goes with 2nd syllable
12	follow	fōl-ō /'fa:l.ou/	fol • low (VCCV)	2 syllables: 2 consonants between vowels divide between them
13	yellow	yēl-ō /'jɛl.ou/	yel • low (VCCV)	2 syllables: 2 consonants between vowels divide between them
14	window	wīn-dō /'wɪn.dou/	win • dow (VCCV)	2 syllables: 2 consonants between vowels divide between them
15	tomorrow	ta-mōr-ō /ta'mɔ:r.ou/	to • mor • row	3 syllables: divide between r-r; ends in /ou/ spelled ow
H	sew	sō /sou/	s + ew saying /ou/	To stitch with needle & thread; homophone with so, sow
H	so	sō /sou/	s + open vowel o	Adverb/conjunction; open syllable; homophone with sew, sow
H	sow	sō /sou/	s + ow saying /ou/	To plant seeds in ground; homophone with sew, so
H	no	nō /nou/	n + open vowel o	Opposite of yes; open syllable /ou/; homophone with know

K

Master Answer Key: Sorting classification and homophone contextual solutions.

DIVIDE BETWEEN 2 CONS.	CONS. TO 2ND SYLLABLE	SILENT INITIAL <K>	1-SYLLABLE <-OW> WORDS
follow (fol•low) yellow (yel•low) window (win•dow)	below (be•low) tomorrow (to•mor•row)	know known	own show shown blow slow grow throw low

Exercise 3 Homophones Key: Set 1: a. sew | b. sow | c. so • Set 2: a. know | b. no | c. known (derived)

D

Decodable Dictation Sentences: Read each sentence at normal cadence, then dictate phrase-by-phrase for student transcription.

Sentence 1 (window, blow, low) "Open the bedroom window to let the cool breeze blow inside."	Sentence 2 (slow, yellow, below, low) "The slow yellow snail will crawl below the low garden wall."
Sentence 3 (know, grow, tomorrow) "Did you know that seeds grow into tall sunflowers tomorrow?"	Sentence 4 (show, sew, own) "She will show us how to sew the patch on her own warm quilt."